

WPL4205 TEACHING REQUIREMENTS - SEMESTER 2, 2019

The Final Teaching Practice (FTP) will lead the Pre-service Teacher to function as an autonomous teacher in the classroom. Pre-service Teachers will complete 5 Distributed Days followed by a 6 week block practice in Term 4.

During the practicum Pre-service Teachers will:

- Progressively move from using individual Learning Experience Plans to a Daily Work Pad and Forward Planning Documents
- Progressively increase their teaching load to 90 - 100% of a full-time teacher's load during the final week
- Participate in the full range of activities normally associated with the role of the Primary School Teacher.

| STRUCTURE OF THE PRACTICUM | |
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| <p><i>5 Distributed Days</i> Wednesdays – Term 3 and 4 28/8, 4/9, 11/9, 18/9 & 25/9</p> | <p>These days are focused initially on orientation and provide the basis for Pre-service Teachers to prepare the planning documents for the block practice. During Distributed Days, Pre-service Teachers will also actively observe and take a variety of small group and whole group learning experiences.</p> |
| <p><i>6 Week Block</i> Monday 14/10 to Friday 22/11</p> | <p>By the end of the 6 weeks, Pre-service Teachers will have progressed to assuming responsibility for 90 – 100% of the teaching and learning program in the classroom, under the guidance of the Mentor Teacher.</p> |

| RECOMMENDED TEACHING SCHEDULE | | |
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| Distributed Days | | |
| <p>It is most important that Pre-service Teachers are provided with opportunities to observe lessons in all learning areas during the Distributed Days in order to better prepare for their own teaching.</p> | | |
| Day 1 | No planning required | Observation only |
| Day 2 | Learning Experience Plans at Mentor Teacher's discretion | Observation and teach 1 small group learning experience |
| Day 3 | Learning Experience Plans | Observation, plan teach and evaluate 1 small group learning experience and 1 whole class learning experience |
| Day 4 | Learning Experience Plans | Observation, plan, teach and evaluate 2 whole class learning experiences |
| Day 5 | Learning Experience Plans | Observation, plan, teach and evaluate 2 whole class learning experiences |

School/Community Involvement

Pre-service Teachers are expected to participate in the full range of activities normally associated with the role of a teacher. In particular, they should be increasingly involved in the day to day duties within their setting and assist Mentor Teachers in all forms of indoor/outdoor supervision and duty. Pre-service Teachers are encouraged to participate in excursions, incursions, sporting and cultural activities, school camps and professional development activities where appropriate.

**RECOMMENDED TEACHING SCHEDULE
BLOCK PRACTICE**

The recommended teaching schedule for the block practice is intended as a guide only. Mentor Teachers are encouraged to use their professional judgement and negotiate changes to these requirements where the strengths or weaknesses of the Pre-service Teacher, or the challenges of the class, indicate that this is appropriate. When Pre-Service Teachers are not taking responsibility for the learning/teaching program, they should support the work in the classroom under the direction of Mentor Teachers.

It is most important that Pre-service Teachers are provided with opportunities to observe lessons in all learning areas during the first week of the block practice in order to better prepare for their own teaching.

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| Week 1 | Learning Experience Plans | Observations Plan, teach and evaluate a minimum of 2 learning experiences per day from Wednesday of week 1 (this can include small group learning experiences). Assist and support the Mentor Teacher in the learning program. |
| Week 2 | Transition to Daily Work Pad, working from Mentor Teacher's planning | Teach approximately 30% of Mentor Teacher's normal teaching load. Assist and support the Mentor Teacher in the learning program. |
| Week 3 | Daily Work Pad (working from prepared Forward Plans and Mentor Teacher's planning in additional learning areas) | Teach approximately 60% of Mentor Teacher's normal teaching load. Assist and support the Mentor Teacher in the learning program. |
| Week 4 | Daily Work Pad (working from prepared Forward Plans and Mentor Teacher's planning in additional learning areas) | Gradually increase teaching load during the final three weeks, moving towards approximately 90 – 100% of Mentor Teacher's normal teaching load by the end of Week 6. Assist and support the Mentor Teacher in the learning program. |
| Week 5 | Daily Work Pad (working from prepared Forward Plans and Mentor Teacher's planning in additional learning areas) | |
| Week 6 | Daily Work Pad (working from prepared Forward Plans and Mentor Teacher's planning in additional learning areas) | |
| Duties Other Than Teaching | Where possible, the Pre-service Teacher should have the same DOTT allocation as the Mentor Teacher and utilise this time to work on their planning in collaboration with the Mentor Teacher. | |